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the part of the pupil. Let him find an answer in his reading and through the exercise of his own mental powers."

University conference on educational measurements.—Indiana University has conducted for the past five years an annual conference for school superintendents and teachers who are interested in applying exact scientific methods to the evaluation of school results. The volume¹ of proceedings which has just been issued gives an account of general intelligence tests and gives examples of tests which can be used in the different grades of the elementary school and the high school. There is also in this report a statement by Professor Charters of the type of work which is familiar to readers of educational literature in his report on grammatical errors in Kansas City. The main body of the volume, however, is devoted, as indicated above, to general intelligence tests. This will furnish a useful supplement to the numerous volumes which in recent years have discussed tests in particular school subjects. Especially valuable are the tests prepared for the lower grades. These are made up of pictures instead of the type of reading matter which is usually employed in school tests.

Report of the Commissioner of Education.—The report² recently issued by the Commissioner of Education is especially valuable in view of the large amount of material which it contains regarding the development of education in the countries which were involved in the European war. The section on England gives an account of the Fisher bill and the changes which it produces in the English educational system. Every student of American education ought to read this report and come to a full realization of the fact that England has taken a step which is far in advance of anything that has been done in other countries in at least one respect. The Fisher bill recognizes the fact that employment of children is a part of the educational problem. If the trades of the country are to be used in helping to educate children, the whole problem must be managed by some educational authority which is prepared to protect children against being exploited. Conversely, if the ordinary types of instruction provided in the schools are to contribute in a practical way to the future usefulness of children, there must be a clear recognition of the demand for various types of training not now provided in the ordinary school program. The Fisher bill puts children under the control of educational authorities in the immediate future up to their sixteenth year. In the remoter future this law will operate to bring all children under eighteen years of age under the educational authorities. These authorities may allow the children to go into industry but must follow them after they are employed with a demand for vocational and general education. Special emphasis is laid upon the fact that general education will be included in their training.

¹ "Sixth Conference on Educational Measurements," *Bulletin of the Extension Division, Indiana University*, Vol. V, No. 1. Bloomington, Indiana: The Extension Division of Indiana University, 1919. Pp. 122. \$0.50.

² *Report of the Commissioner of Education for the Year Ended June 30, 1918*. Washington: Government Printing Office, 1918. Pp. 155.

The section on Germany is also very interesting. There was during the last years of the war an insistent demand on the part of the common people that they be given access to the higher schools. This promised, or seemed to promise for a time, a radical change in the German system of education which makes a sharp division between the common people and those who can go to the higher schools. The promised change was, however, met by a plan of organization that seems to preserve the spirit of the old aristocratic division between common people and the higher classes. Special privileges are now to be given in certain of the cities to especially bright children. These special privileges will take them out of the common school and the limited program which the common school offers and will give them an opportunity to go on with higher training. That higher training, however, does not promise to be of the sort which will introduce them to the intellectual classes; it is rather a training which will prepare them for service in commerce and in industry. The German school system has thus met the shock of a popular demand and has emerged apparently with the slightest possible modification of its earlier organization.

The ordinary school officer does not recognize the value of the Commissioner's Report. Other countries which do not have this official medium of communication with the rest of the world are constantly referring to the Report of the Commissioner of Education of the United States as one of the most useful school documents issued anywhere in the world. It is impossible to review in any detail most of the sections of this report, but the foregoing references to the discussion of foreign school systems ought to arouse interest in the type of material which is annually presented in this report.

Adult education.—The Los Angeles school system has organized a number of courses which are open to adults who have not had a complete education. A full account of the work that is thus done is presented in a pamphlet¹ which contains a large number of concrete suggestions about Americanization and the way in which it can be carried out in a school system. One especially interesting phase of this work is the report rendered by the home teacher. Teachers are provided who carry into the homes instruction which cannot be given at the school itself. Some extracts from the statement made with regard to this officer may help to give an idea of the work which is accomplished.

"The home teacher during the month of March made sixty-two calls in the neighborhood and took thirty-five children to the different clinics in the city for various ailments. Arrangements were made for eight adenoid and tonsil operations where the children's condition was a great hindrance in their advancement. Parents had to be convinced that it was absolutely necessary. This involved several calls.

A mothers' class, averaging about twelve in attendance, met weekly with the home teacher and studied English, proper feeding, care and cleanliness of their children.

¹ *Elementary Adult Education in the Los Angeles City Schools.* Los Angeles, California: Los Angeles City School District, 1919. Pp. 88.